A Dual Enrollment

A Resource for Supporting Postsecondary and Secondary Partnerships

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Burning Questions – Dual Enrollment

In a small group, share a burning question you have about dual enrollment.

Categorize as either:

• Partnership,
• Student Support,
• Design or
• Logistic/Legal.
Burning Questions – Dual Enrollment

Have your group agree on one or two burning question(s) to share.
Why Dual Enrollment?

• Students are more likely to graduate from HS
• More likely to enroll in college
• More likely to pursue a bachelor’s degree
• More likely to persist in college
• Less likely to take basic skills courses in college
• Helps high school students see themselves as college students and prepare for college level work
• Gives first generation college students college know-how and confidence

When done well...

- Dual enrollment strengthens and aligns college and career pathways
- Develops a local education “pipeline” of college-ready high school students to enter local college systems
- Leverages the strengths of both K12 and college partners to create a new benefit students and faculty
- Supports, timing, stakes are considered and managed
Articulation vs. Dual Enrollment

Pop Quiz!
Articulation vs. Dual Enrollment

Articulation
- course is HS or ROP
- exam/portfolio/demonstration
- noted as “credit by exam”
- no penalty for poor performance
- flexibility in hours
- can satisfy prereq

Dual Enrollment
- is a college course
- college grade
- transcripted as regular class
- poor performance transcripted
- taught by college faculty – min. quals
## Dual Enrollment - AB 288 vs. Non-AB

<table>
<thead>
<tr>
<th></th>
<th>Non-AB 288</th>
<th>AB 288</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Providing advanced scholastic and vocational training to students who are determined to be ready to undertake college credit coursework.</td>
<td>Expanding dual enrollment for students who may not already be college bound or who are underrepresented in higher education.</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Not explicitly stated.</td>
<td>Goal of seamless pathways to community college for: CTE or transfer, improving high school graduation rates, or college and career readiness.</td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td>A community college and a local high school or a community college district and a school district.</td>
<td>Must be a community college district and a school district within its service area.</td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td>College level academic and CTE.</td>
<td>Must be a part of a pathway, may be college level and/or developmental math or English under certain circumstances and CTE.</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td>• SPTHs student allowed to enroll in up to 11 units per term.</td>
<td>• SPTHs students allowed to enroll in up to 15 units (4 courses) per term.</td>
</tr>
<tr>
<td></td>
<td>• HS students have lowest enrollment priority, with the exception of Middle College HS students.</td>
<td>• Participating students may have same priority enrollment as Middle College HS students.</td>
</tr>
<tr>
<td><strong>Apportionment</strong></td>
<td>College may claim apportionment if course is open to the general public.</td>
<td>Colleges may claim apportionment and course may be offered at the high school campus for high school students and closed to the general public.</td>
</tr>
<tr>
<td><strong>Approval Process</strong></td>
<td>Agreement must be approved by K12 and college boards.</td>
<td>Agreement must be presented to each district’s board twice at subsequent meetings that are open to the public—once as an information item and again for public comments and a board vote to approve or disapprove AND submitted to CCCC0 for approval before students are enrolled.</td>
</tr>
<tr>
<td><strong>Reporting</strong></td>
<td>MIS</td>
<td>Additional reporting requirements including data sharing agreement.</td>
</tr>
</tbody>
</table>
Dual Enrollment – Teaching Assignment

College courses must be taught by college faculty who meet the minimum qualifications and college qualifications for the discipline.
Dual Enrollment – Teaching Assignment

Teacher Qualifications

QUESTION: What are the instructor qualifications for dual enrollment?

RESPONSE: When a college and high school enter into a dual enrollment partnership where the courses are held on the high school campus, there are generally two ways to staff the course: (1) with a college instructor, who is an employee of the college, who teaches the course at the high school, or (2) with a high school teacher who meets the California Community Colleges' minimum qualifications and who is hired as an adjunct college instructor, teaches the course at the high school, and completes a separate agreement allowing the teacher to serve as a college instructor pursuant to Title 5 Section 58058. (See CCAP Partnership Agreement Guidelines for Apportionment Eligibility, Section 14, page 7 for more details.) Generally, minimum qualifications at a community college are a master’s degree in the subject area being taught, or for teaching career technical education (CTE) courses, a combination of an associate’s or bachelor’s degree and years of experience in the CTE discipline. Equivalencies may be established at the discretion of the Academic Senate, according to state guidelines and local policy and procedure.
Dual Enrollment – Teaching Assignment

High School Course

1. Public high school courses must be taught by an teacher who is a credentialed in the subject by the State of California.

2. A high school may give high school credit to a student for an activity outside of high school including a college course, an ROP course, work experience or an alternative activity.
Dual Enrollment – Teaching Assignments

• “Regular” college instructor – goes to the high school campus.

CONSIDERATIONS: scheduling flexibility, “fit” of instructor and high school students, and procedures of high school i.e. emergency procedures.
Dual Enrollment – Teaching Assignments

• “Regular” high school instructor who meets the minimum qualifications to teach the college course, needs to be hired as an adjunct by the college.

CONSIDERATIONS: seniority and right of refusal of assignments, training in campus procedures etc., alignment with other faculty in department.
## Dual Enrollment – Teaching Assignments

<table>
<thead>
<tr>
<th>High School</th>
<th>Teacher</th>
<th>Schedule</th>
<th>FTES?</th>
<th>Instructor paid by</th>
<th>Revenue sharing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS A</td>
<td>HS who meets min quals</td>
<td>During HS day</td>
<td>No</td>
<td>HS</td>
<td>No</td>
</tr>
<tr>
<td>HS B</td>
<td>HS who meets min quals</td>
<td>During HS day</td>
<td>Yes</td>
<td>HS</td>
<td>Yes</td>
</tr>
<tr>
<td>HS C</td>
<td>College faculty</td>
<td>After school</td>
<td>Yes</td>
<td>CC</td>
<td>No</td>
</tr>
<tr>
<td>HS D</td>
<td>College faculty</td>
<td>During HS day</td>
<td>Yes</td>
<td>CC</td>
<td>Yes</td>
</tr>
</tbody>
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Dual Enrollment Toolkit

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Dual Enrollment Toolkit: A Resource for Community Colleges and School District Partners

The Dual Enrollment Toolkit is a resource for secondary and community college partners. This resource will highlight and describe promising practices related to providing historically underrepresented high school students with opportunities to earn college credits at California Community Colleges (CCC) while they complete the requirements for their high school diplomas. The intent is to provide specific, concrete guidance and evidence to interested college administrators, faculty and staff who are planning to build partnerships with K-12 districts to support dual enrollment efforts for this target population on their campuses and/or within their districts.

- Letter from CCCCD
- Dual Enrollment and Assembly Bill 288 (CCAP) – Legal Opinion 16-02
- AB 288 College and Career Access Pathways (CCAP) Partnership Agreement
- Apportionment Eligibility Checklist for Community College Districts
- FAQ
- Decision Tree
- Comparison on Types of Agreements – AB 288 vs non-AB 288
- Instructor Qualifications – Conversation Guide
- Instructional Minutes – Interview with CCC's Wendi McCullough

Resources:
- Legislation
- CCCCD Legal Opinion
- College Documents
- Research

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The Career Ladders Project and The Research and Planning (RP) Group, in partnership with the California Community Colleges Chancellor's Office, have identified and organized a variety of tools based on research and work in the field. These tools will help community colleges and their secondary partners develop and maintain dual enrollment offerings. Funded by the California Community Colleges Chancellor's Office, Rancho Santiago Community College District, and the James Irvine Foundation.
Dual Enrollment Toolkit

- Letter from CCCCO
- Dual Enrollment and Assembly Bill 288 (CCAP) – Legal Opinion 16-02
- AB 288 College and Career Access Pathways (CCAP) Partnership Agreement
- Apportionment Eligibility Checklist for Community College Districts
- FAQ
- Decision Tree
- Dual Enrollment: Considerations for AB 288 Agreements and Non-AB 288 Partnership
- AB 288 Partnership Agreement Framework
- Comparison of Non-AB 288 Agreements and AB 288 Partnership Agreements for Dual Enrollment
- Legal Table – California Education Codes and State Active Legislation Influencing Dual Enrollment as of January 26, 2016
- Instructional Minutes – Interview with CDE’s Wendi McCaskill

Resources:
Dual Enrollment – Resources

- CCCC0 Dual Enrollment and Assembly Bill 288 (CCAP) Legal Opinion
- CCCC0 Guidelines for Apportionment Eligibility
- Statewide Pathways Alignment Teams
- Dual Enrollment Guide
- Duel Enrollment Toolkit
Next Steps to consider

• Agreement template
• Build K12-college relationships (EBCP examples)
• Build on existing work with articulation, credit by exam and concurrent enrollment, bridge programs.
• Involves the whole college (administrators, instructional faculty, counseling faculty)
• Look for scale, systems and sustainability
Concurrent Enrollment Example from Chabot College

Application: Chabot College Early College Engineering & Manufacturing Opportunity

ACADEMIC PATHWAYS & STUDENT SUCCESS 25555 Hesperian Boulevard, Hayward, CA 94545 Tel: 510.723.7564 Fax: 510.723.7005 Web: www.chabotcollege.edu

Class Description: Enrolled students will learn the basics of engineering through hands-on activities in an advanced machine shop including 3D-printing, CNC machines, mills and lathes. Participants will also take fun field trips to explore engineering and manufacturing out of the classroom. Students will enroll in both “Introduction to Machine Shop” (MTT 70 – 2 Units) and “Introduction to Engineering” (ENGR 10 – 2 Units). When: June 27 – July 28, Mon. - Fri. 9 a.m. - 2:45 p.m. Where: Chabot College, Hayward, CA Who: High School Juniors & Seniors Benefit: Students who complete both classes will earn 4 units of College Credit
For more information:

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